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ABSTRACT

This lesson plan, focusing on an elementary school day in Germany, is intended for use at the elementary level (grades 2-5) and requires two 30-minute class periods for implementation. The lesson plan states objectives, addresses applicable National Council for the Social Studies (NCSS) standards, lists materials required, presents a rationale, provides a three step procedure for classroom implementation, suggests evaluation activities, and provides resource sheets. It contains materials dealing with culture and with people, places, and environments. (BT)

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ED 479 706

TITLE: AN ELEMENTARY SCHOOL DAY IN GERMANY

GRADE LEVEL: Elementary 2-5 AUTHOR: William Fitzhugh

SUBJECT: Social Studies/Language Arts

TIME REQUIRED: 2 thirty-minute class periods

OBJECTIVES:

As a result of this lesson, students will:

a. Use charts and diagrams in addition to a text in order to understand a typical day in an elementary school in Germany

b. Explain similarities and differences between their school and a similar community school in Germany

c. Be motivated to learn more about Germany

APPLICABLE NCSS STANDARDS

I. Culture

a. Explore and describe similarities and differences in ways in which groups, societies, and cultures address similar human needs and concerns

d. Compare ways in which people from different c cultures think about and deal with their physical environment and social conditions

III People, Places, and Environments

c. Use appropriate resources, data sources, and geographic tools to generate, manipulate, and interpret information

MATERIALS REQUIRED:

Resource sheets

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RATIONALE:

To give students an opportunity to understand and appreciate ways in which the lives children in Germany are similar and different from their own

PROCEDURE:

1. Discuss your daily class schedule with students. Construct a weekly schedule on the blackboard. Ask students to identify when, where, and what events occur at different times during the day.

2. Pass out Resource Sheet 1. Children read text to themselves or a student may read aloud to the class. Teacher asks prompting questions about the German class schedule. Student highlight text passages that contain answers to teacher questions.

3. Pass out and discuss Resource Sheet 2. Teacher asks questions about similarities and differences based on both resource sheets.

EVALUATION:

Students give written responses to these writing prompts:

a. Write to inform: Using what you have learned write a paragraph telling a student from another class 4 important things you learned about a school day in Germany. Use highlighted information from the text and the daily schedule to help you frame your response. Remember to use topic sentence and spell words correctly as they are used in the text.

b. Writing to compare and contrast: Tell another student in your school about the ways our school and a German school is similar or different. Compare a German school day with our school day. Give two ways each day is similar and two ways each day is different.

c. Making a Critical Analysis: Does Resource Sheet 2: The Daily Schedule help you to better understand how a German student spends his/her school day? Give examples from the schedule to support your response.

d. Writing an Opinion: In your opinion, which daily schedule might help a student learn more or learn better? Give at least two examples from the text or the schedule to support your opinion.

RESOURCE SHEET 1

AN ELEMENTARY SCHOOL DAY IN GERMANY

The elementary school building is one of several on this school campus. All of the children walk to school. No one rides a bus. Even in the coldest weather there is always school. School is never closed because of the weather. Students go to school five days a week. German school children have a longer school year. They attend school for 200 days each year. Their summer vacation is much shorter than ours is. The school day is from 7:45 to 1:00. In third grade students are always busy. There are about twenty-seven children in each classroom. The homeroom teacher teaches all subject areas. The teacher is with the students all day long. There are many subject areas. Students study the German Language that includes reading, writing, and language arts. They study math, social studies, and science. Social studies is called HSK (Heimat und Sachknude.) It includes local geography, history, and other social studies topics. Learning to work together is an important goal for all German children. Each homeroom has its own set of rules to follow. There are other classes too. Students study music, art, computer skills, and physical education. Students are also learning to read and write English as a foreign language. This school has one computer lab. The lab has 36 computers. Students can use the lab in order to practice skills or conduct research. German children are proud of playing team sports. At 1:00 students leave for the day. No lunch is served at school. In the afternoon, many students return to participate in school sponsored activities. Many students are involved in after school activities elsewhere. Sports clubs and other organized activities are popular, especially since both parents work in most families. Students also have homework to complete. Students have a busy day.

RESOURCE SHEET 2

MR. NENTWICH'S CLASS DAILY SCHEDULE

Monday	Thursday	Wednesday	Thursday	Friday
Session 1 (800-845)				
German Language	Math	German Language	Math	German Language
Session 2 (845-930)				
German Language	German Language	German Language	German Language	German Language
Session 3 (930-1015)				
Math	German Language	Math	German Language	Math
Recess (1015-1030)				
Session 4 (10:30-11:15)				
Science	Science	Special Event	Science	Computer
Session 5 (11:15-12:00)				
Social Studies	English	Social Studies	English	Social Studies
Session 6 (12:00-12:45)				
Music	Sports	Music	Sports	Art

TITLE: A VISIT TO A GERMAN ELEMENTARY SCHOOL

GRADE LEVEL: Elementary 2-5 AUTHOR: William Fitzhugh

SUBJECT: Social Studies/Language Arts

TIME REQUIRED: 2 thirty-minute class periods

OBJECTIVES:

As a result of this lesson, students will:

a. Use a map in addition to a text in order to understand elementary schools in Germany

b. Explain similarities and differences between their school community and a similar community school in Germany

c. Be motivated to learn more about Germany

APPLICABLE NCSS STANDARDS:

III. People, Places, & Environments

g. Describe how people create places that reflect ideas, personality, culture, and want and needs as they design homes, playgrounds, classrooms, and the like

h. Examine the interaction of human beings and their physical environment, the use of land, building do cities, and ecosystem changes in selected locales and regions

IV. Individual Development and Identity

f. Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions

MATERIALS REQUIRED:

Resource sheets

RATIONALE:

To give students an opportunity to understand and appreciate ways in which the lives

children in Germany are similar and different from their own

PROCEDURE:

1. Discuss the school building. Solicit words from students and list vocabulary words, which tell about the school and its campus. These words will be used when discussing a German elementary school.

2. Construct a map of your school campus. Use the vocabulary words students gave in order to label your map. Remember to use the elements of maps in order to make your Map a good one. The teacher can construct the map as a directed activity or students can construct their own maps whether individually or in small groups.

3. Distribute and read Resource sheet 1. Students may read silently or someone may read aloud. The teacher asks prompting questions about the text. Students highlight the answers found in the resource sheet.

EVALUATION:

a. Write to Inform: Write a paragraph to another student in your school. Use a topic sentence. Write at least four more sentences that include interesting facts from both resource sheets.

b. Write to Compare: Students write to compare and contrast their school campus with an elementary school in Germany. Students need at least two specific examples telling how they are similar and two specific examples showing how the schools are different. Remind students to use data from both resource sheets.

c. Write an Opinion: Students write an opinion telling which school campus would be a better place for an education or which site they liked better. They need to include two examples to support their opinion.

d. Making a Critical Analysis: How well is the map constructed? Did this make help you to understand a German school better than the text? Give at least two reasons for your decision.

RESOURCE SHEET 1

A VISIT TO AN ELEMENTARY SCHOOL IN FURTH, GERMANY

There are 1600 students attending the Helene-Lange-Gymnasium in Furth, Germany. The elementary school building is one of several on campus. This us unusual. Most elementary schools are sited on their own campus. The schoolyard occupies an entire city block. The area is fenced in and trees are planted along side the fence. Most of the area is covered with paving stones or concrete slabs. . Children visit with each other during recess. There is not much grass. There are many buildings on this school campus. There is a high school, a junior high school, an elementary, and a sports facility- what we would call a gymnasium. The largest building, the high school, is three floors high. A high school is called a gymnasium in Germany. Gymnasium students will go on to university. This old building has been recently remodeled. Then there is the primary building. There are four homerooms each for grades three, four, five, and six. Grades one through four are housed in the primary building. Grades five through nine are in another building. The hallway and classrooms have lots of windows to let in breezes because summers are hot. All classrooms have ceiling fans to help cool the students. In addition to classrooms there is a computer lab, a library, science lab, and a workroom for teachers and office for principals. There are 30 teachers at this school and four administrators (principal and assistant principals.) There are other buildings, too. The sports building was the most recently completed. There is a smaller primary school. It houses kindergarten through grade two. There is a classroom for students from other countries who are just beginning to learn German. Children play many team sports. One of the goals of the school is for all students to work together cooperatively.

TITLE: A VISIT TO A THIRD GRADE CLASSROOM IN GERMANY

GRADE LEVEL: Elementary 2-5 AUTHOR: William Fitzhugh

SUBJECT: Social Studies/Language Arts

TIME REQUIRED: 2 thirty-minute class periods

OBJECTIVES:

As a result of this lesson, students will:

a. Use a map in addition to a text in order to understand elementary schools in Germany

b. Explain similarities and differences between their school community and a similar community school in Germany

c. Be motivated to learn more about Germany

APPLICABLE NCSS STANDARDS:

III. People, Places, & Environments

g. Describe how people create places that reflect ideas, personality, culture, and want and needs as they design homes, playgrounds, classrooms, and the like

h. Examine the interaction of human beings and their physical environment, the use of land, building do cities, and ecosystem changes in selected locales and regions

IV. Individual Development and Identity

f. Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions

MATERIALS REQUIRED:

Resource sheets

RATIONALE:

To give students an opportunity to understand and appreciate ways in which the lives

Children in Germany are similar and different from their own

PROCEDURE:

1. Discuss your classroom. Solicit words from students and list vocabulary words that tell about the classroom. These words will be used which discussing a German elementary schoolroom.

2. Construct a map of your classroom. Use the vocabulary words students gave in order to label your map. Remember to use the elements of maps in order to make your Map a good one. The teacher can construct the map as a directed activity or students can construct their own maps whether individually or in small groups.

3. Distribute and read Resource Sheet 1. Students may read silently or someone may read aloud. The teacher asks prompting questions about the text. Students highlight the answers found in the resource sheet.

4. Distribute Resource Sheet 2. Children identify the map elements on this map. Children point out and discuss similarities and differences between the school setting of Mr. Nentwich's classroom and their own classroom. The teacher acts as recorder and notes similarities and differences for students on the board.

EVALUATION:

a. Write to Compare: Students write to compare and contrast their classroom with an elementary schoolroom in Germany. Students need at least two specific examples from either the text or the map in order to show how each campus is similar or different.

b. Write an Opinion: Students write an opinion telling which classroom would be a better place for an education or which site they liked better. They need to include two examples from the text or map.

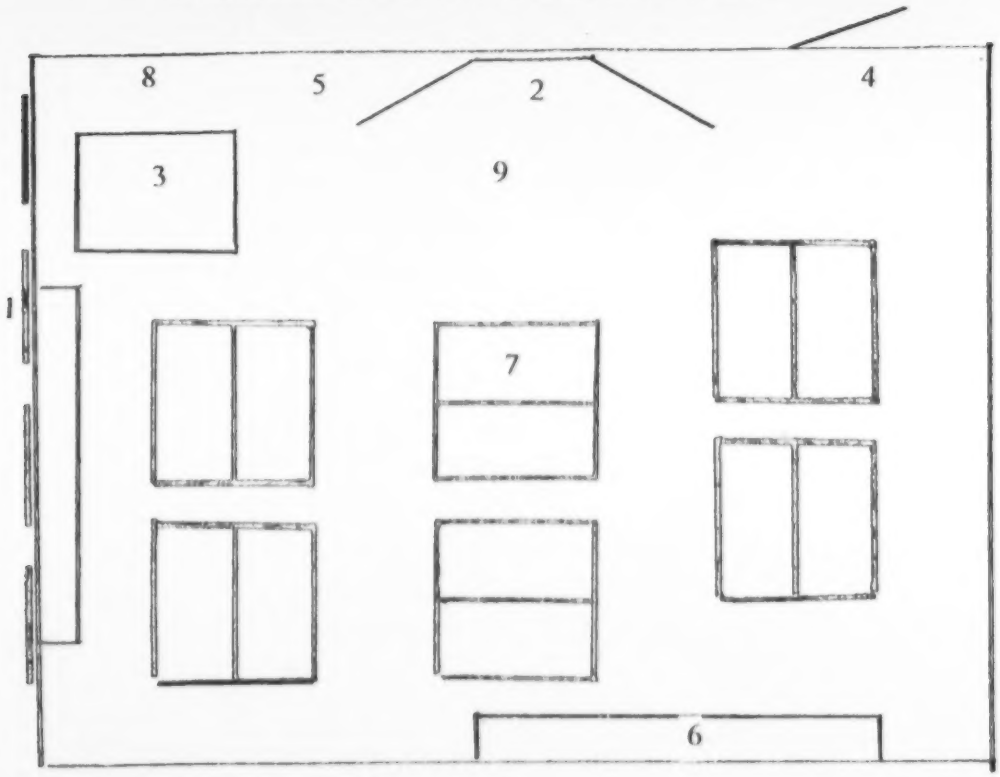
b. Write an Opinion: After examining the map of a German classroom and rereading the text choose two things in a German classroom that you would want to include in our classroom. Give at least on well thought out reason for each of your choices.

RESOURCE SHEET I

MR. NENTWICH'S THIRD GRADE CLASSROOM

This is Mr. Nentwich's classroom. There are 27 students in his homeroom. They sit at desks arranged in-groups of four. Each long desk has space for two students. There are two baskets under each desk. Each basket is for a student's supplies. Students hang pack packs on hooks attached to the sides of desks. Students do not wear uniforms. Many teachers use other room arrangements just like they do at our school. Mr. Nentwich's desk is in front of the room. On his desk is a computer. The room has many windows. This lets breezes in. Mr. Nentwich teaches all subject areas. He spends the entire day with his students. He knows his students very well. In addition to teaching academic subjects like the German Language, math, science, English, and social studies, Mr. Nentwich also teaches art and music. A blackboard in front of the room can be raised higher or lower. It can also be folded. Student artwork is displayed in back of the blackboard. A large space is cleared in front of the black board. Students bring chairs to make a circle for group time. The classroom is an exciting place. Children work quietly. Each child is working on the same activity. There is one reading group and there is one math group. Children often recite answers together. Occasionally children assist each other. In many classrooms, the German flag hangs in the front of the room. A cross (crucifix) also hangs on the wall. On the windowsill the class is growing plants. Every classroom has its own rules. A chart displays the names of classroom helpers. Mr. Nentwich also displays graphic organizers which students use to help complete assignments.

RESOURCE SHEET 2: A CLASSROOM MAP



KEY
1 windows
2 folding blackboard
3 teacher desk and chair
4 door
5 bulletin board
6 book case
7 student desk
for 2 students
8 cross on wall
9 space for group
activities

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